

# Milton Primary Academy

## Design and Technology Policy



Academy Policy Adopted	Review Frequency	Next Review Date
September 2020	Every 2 years	September 2022

### **Subject Vision:**

At Milton Academy Design and technology is a practical subject. Pupils design use their creativity and imagination to make products that solve real and relevant problems within a variety of contexts. Pupils are taught how to work as a team and solve problems collaboratively. Our pupils draw on their own knowledge of mathematics, science, engineering, computing and art and attain a wide range of subject knowledge. Through the evaluation of past and present design and technology, they develop a critical understanding of how it fits into their daily life and also their future job aspirations.

### **Principles of Outstanding Design and Technology:**

These are the 'Principles of Outstanding DT at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that Design and Technology should be taught across the Academy.

**Principle 1:** Children are **excited and enthusiastic** about design and technology, as they are taught to **know more and remember more**.

**Principle 2:** Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

**Principle 3:** Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

**Principle 4:** Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

**Principle 5: Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

**Principle 6:** Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

### **Design and Technology Curriculum:**

At Milton Primary Academy, we aim to provide a Design and Technology curriculum that is creative, inclusive, challenging and inspired by the real-world. It inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The Design and Technology are set out in the Foundation Stage Curriculum and National Curriculum 2014.

### **EYFS:**

In the Early Years Foundation Stage, we teach Design and Technology through the Understanding the World and Expressive Art strands of the Early Years Framework.

Ongoing experiences and opportunities linking to children's developing understanding of the world are planned from the objectives set out in the Early Years Framework, which underpin the curriculum planning for children aged 3-5 at Milton Primary Academy.

The experiences that we provide ensure that children develop a secure understanding of the world around them. By the end of the Reception year, they will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used;

### **KS1 and KS2:**

The Primary National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

### **Special Educational Needs**

Through the equal opportunities policy, pupils with special educational needs will be included in all Design and Technology lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same Design and Technology curriculum as their peers.

### **Assessment**

**Formative Assessment (AFL):** During the teaching of each National Curriculum unit of learning in Design and Technology, children's subject knowledge and ability to work creatively is assessed formatively by their class teacher. Teachers will consider the design and technology objectives covered during each lesson or lessons and also the final piece. The teachers will use these judgements to inform their future teaching and expectations of the children.

**Summative Assessment:** At the end of each project, teachers also make a summative judgement relating to the children's knowledge and understanding of design and technology in line with the objectives set out in the National Curriculum. This information is then recorded on an online database, allowing our academy leaders to track and monitor the progress and attainment of individuals as they make their way through the school.

### **Enrichment**

Enrichment activities are carefully planned to enhance the Design and Technology curriculum, giving pupils the opportunity to broaden their experience and take part in a wide range of activities. There is a healthy tradition in the school for extracurricular activities at Milton Primary, which are led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs and a register for attendance will be always be taken.

### **Monitoring**

Design and Technology is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the Design and Technology curriculum.

Lesson observations play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for the Design and Technology leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently inform subsequent investment in CPD.

### **Health and Safety**

In all areas of Design and Technology health and safety guidelines will be strictly adhered to in order to promote safe practice. The general teaching requirement for health and safety applies in this subject. Children are taught how to follow the appropriate procedures for food safety hygiene. Students are always properly supervised and instructed when they are using new and potentially harmful tools. We teach all children to recognise and assess risks and hazards. We also encourage the children to discuss and explain

***Policy written  
by E Gardner  
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